

## Essential Question 2: Are children with disabilities achieving at high levels?

### **INDICATOR 4A (Results) & 4B (Compliance) Suspension and Expulsion**

**Measurement (4A):** Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with IEPs for greater than 10 days (consecutive or accumulated) in a school year.

**Measurement (4B):** Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of students with IEPs of greater than 10 days (consecutive or accumulated) in a school year for; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

**Indicator Goals:**

The goal of indicator 4A is to identify the percent of districts that have a significant discrepancy in the rates of suspensions and expulsions of students with IEPs of greater than 10 days in a school year.

The goal of indicator 4B is to identify the percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.



**Indicator Connections:** A student's academic achievement (Indicator 3) and graduation rate (Indicator 1) are directly related to their exposure to the general curriculum. When students are suspended from school they are losing access to the general curriculum and falling further behind academically. Also, research shows a strong link between suspension and student dropout rates (Indicator 2)

<https://www.edutopia.org/blog/link-between-suspension-and-dropout-robyn-gee>

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### Entering/Accessing Your Data

#### Indicator Access Points

Districts use suspension/expulsion data maintained throughout the year as well as Child count from that year (i.e. 2014-15 SPP report uses Child Count data from 2013-14).

SEP secure website at

<https://apps.sd.gov/DP42LaunchPad/Logon.aspx>

#### Submission Timeline

- Data collection: September 1 to June 30
- Districts must submit data by **June 30**

#### Calculation Guide

**A=** (4A) Students with IEPs suspended/expelled in the district > 10 school days in the school year

**B=** (4B) Students with IEPs per race and ethnic group suspended/ expelled in the district >10 school days during the school year

**C=** District Child Count

**4A:  $(A \div C) \times 100 = \% \text{ discrepancy}$**

**4B:  $(B \div C) \times 100 = \% \text{ discrepancy}$**

\* A discrepancy >5% of the district child count constitutes a significant discrepancy.

#### Calculation Example 4A

**28** students with IEPs suspended or expelled >10 school days during the year.

**340** Total SPED Child Count

**$(28 \div 340) \times 100 = 8.23\%$   
is a significant discrepancy**

#### Calculation Example 4B

**5** Native American Students with IEPs suspended or expelled >10 school days during the year.

**340** Total SPED Child Count

**$(5 \div 340) \times 100 = 1.47\%$   
is not a significant discrepancy**



### Analyzing Your Data

	SY1314	SY1415	SY1516	SY1617	SY1718	SY1819
<b>Target A ≤</b>	1.30%	1.30%	1.30%	1.30%	1.30%	0.00%
<b>State Rate</b>	0.00%	0.00%				
<b>Target B =</b>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>State Rate</b>	0.00%	0.00%				

\*Targets are set every 6 years

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### **Improving Your Results**

#### **Not happy with your results?**

- ✓ Review your district's policies, practices, and procedures regarding suspension/expulsion. Has the process been followed?
- ✓ What training does staff need to positively and proactively handle problem behavior?

### **Frequently Asked Questions**

#### **Is my district's data accurate?**

Your data is taken from the SEP secure website.



#### **Remember:**

Districts enter data into a Special Education Secured Website, which is different than the Safe & Drug Free Schools secure website utilized by Title 1.

### **Resources**

1. SD DOE State Performance Plan webpage: <http://doe.sd.gov/oess/sped-SPP.aspx>
2. SD Discipline in Special Education for Principals Presentation:  
PowerPoint: <http://Doe.sd.gov/oess/documents/Discipline.pptx>  
Writing Behavior Plans: <http://doe.sd.gov/oess/sped-pbis.aspx>
3. Positive Behavioral Interventions and Supports: [www.pbis.org](http://www.pbis.org)